

11 April 2008

Mrs K Yarnall
Headteacher
Park View Primary School
Park View Road
Prestwich
Manchester
M25 1FA

Dear Mrs Yarnall

Ofsted monitoring of Grade 3 schools

Thank you for the help you and your staff gave when I inspected your school on 10 April 2008, for the time you gave to our phone discussions and for the information you provided before and during my visit. Please also pass on my thanks to all the pupils I met throughout the day.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 29–30 January 2007, the school was asked to do the following.

- Take a more rigorous approach to monitoring and evaluating the school's performance in order to improve pupils' progress.
- Improve the consistency and challenge of teaching through effective use of assessment data so that all pupils achieve as well as they can.
- Improve the monitoring and evaluation of records of behaviour, and extend organised activities at playtimes and lunchtimes for all pupils in order to raise standards of behaviour.
- Provide more opportunities for outdoor education in the Foundation Stage classes in order to maximise children's learning and progress.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the areas for improvement.

The school has identified priorities and actions to raise standards and achievement with some success in both key stages. At Key Stage 2, following a four-year decline, standards overall improved in 2007 and were above average. National test results improved in English and mathematics at expected levels, with an increase in the percentage of pupils attaining higher levels in all core subjects.

With the exception of the percentage of pupils attaining the highest levels in reading and mathematics, performance at Key Stage 1 in reading, writing and mathematics improved in 2007. While remaining below average in Key Stage 1, standards are rising in both key stages.

The school is fully aware of areas requiring further development, namely continued improvements in teaching and learning and the effective use of assessment information to inform planning and secure better progress for pupils. The deputy headteacher is now wholly responsible for the latter aspect of the school's development. The school's analysis of pupils' performance, using a range of information including optional tests, helps it to provide suitable intervention for individuals and groups of pupils. For example, for older learners the school has provided further support in mathematics at Key Stage 2 through the introduction of extra teaching groups. The school is also strengthening systems for tracking the attainment and progress of pupils. In Key Stage 2, colour-coded attainment information in English and mathematics is effective in setting high expectations through the use of pupil performance targets. Performance management is used to monitor pupil' ongoing attainment and all staff have received information on National Curriculum age-related expectations. Staff training has also included work on literacy, numeracy, behaviour management, and teaching and learning.

Teaching and learning are evaluated through frequent informal observations by the headteacher. There is, at present, no formal system for monitoring lessons. However, after extensive consultation, a programme of formal observations is due to start in the summer term. During the visit a range of planning was seen with some differentiated activities indicated. In the best lessons differentiation is clearly evident. Teachers are knowledgeable about pupils' prior attainment and, through skilful questioning and appropriate activities, assess their progress throughout the lesson. Expectations of pupils are high. Pupils clearly enjoy these lessons and accelerated progress is evident. Lessons observed were both good and satisfactory, with no inadequate or outstanding practice seen.

Across the school, relationships between pupils, teaching assistants and teachers are good and pupils are keen to do well. Skilled teaching assistants provide effective support in a range of class activities. Some pupils are aware of their curricular targets and their learning is promoted through regular marking. However, marking of workbooks does not always explain to pupils how they could improve further.

In the Foundation Stage, improvements in resources and the quality and security of outdoor provision have given children the opportunity to make progress across all areas of learning. The resources are used regularly and the school has detailed plans for further improvements, including the construction of a veranda and a secure storage facility.

Pupils' behaviour across the school is carefully monitored and all incidents are rigorously recorded. The 'Red Book' system ensures that procedures are consistent across the school and focused action and immediate support can be provided, if necessary. Parents are well informed about their children's behaviour. The school has revised its behaviour policy and all staff, including non-teaching personnel, and

pupils are fully aware of the school's procedures. Effective supervision and the introduction of large and small playground equipment has ensured that all pupils are able to enjoy and engage productively in games and activities at social times. Older pupils feel that there is now a good variety. However, in wet weather, the wooden activity area is not always easily accessible. During the monitoring visit behaviour was good in all lessons visited and at social times.

The headteacher and school leaders are continuing to develop systems and procedures to improve teaching, strengthen teachers' use of assessment information and also monitor pupils' progress. Improvement planning is secure, and curriculum action plans are to be fully developed through the work of the newly formed curriculum teams. The school is fully focused on improving pupils' achievements and the quality of its provision.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Angela M Headon
Her Majesty's Inspector